Child Welfare League of America, Inc.

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Bulletin

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"Speak roughly to your little boy
And beat him when he sneezes.
He only does it to annoy
Because he knows it teases."
—"Alice In Wonderland"

EASTERN REGIONAL CONFERENCE

Philadelphia, January 3 and 4

Both content and plan of the Eastern Regional program were such as to keep the two days' conference at the top notch of interest. In theatrical slang, there were few "sour spots" in the meetings. The total registration was between two and three hundred.

Mr. Henry W. Thurston, who has been closely identified with the work of the League from its beginning, presided at the opening meeting on Friday morning. Mr. Carstens and the members of the League staff presented various aspects of League service.

Mr. Arthur A. Guild, Director, Community Fund of Richmond, Virginia, gave an interesting résumé of the developments in the child welfare field in Richmond following the completion of the study by the Child Welfare League of America in 1926. His analysis of the part which local and state forces and the League's study played in promoting better coordination of programs and higher standards was keen and searching. Two of the Richmond institutions which were no longer needed have been closed by their boards of directors and facilities increased for providing more individualized child care.

The Children's Home Society, a statewide organization which was studied by the League prior to the study of the Richmond agencies, has been entirely reorganized as to personnel and methods, and is setting a new standard of service to children throughout the state. Mr. Guild pointed out that perhaps one of the greatest values of the study had been the change in attitudes toward children's work which had come about largely because of the impact made by the League staff on the thinking of board members, executives and public officials during the time the study was in progress.

Dr. S. A. Loveman, chairman of Area B of the American Legion, presented an interesting paper on the Legion program, stressing the decision to utilize existing agencies in making plans for the care of veterans' children;

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INSTITUTION NEWS

One of the finest institutional plants in the United States was completed last year by the Methodist Children's Home Society of Michigan, a member of the Child Welfare League of America. The several cottages already in use are small, each one accommodating only about nine children. Both boys and girls will be accommodated in each cottage. The purpose of the management is to secure an exceptionally high grade staff of cottage mothers, paying considerably more than most institutions are willing to pay for such employees. With this combination of small cottage groups and unusually intelligent and capable women, Miss Frances Knight, Director of the Society, expects to be free from the most serious of the traditional handicaps of institutional work. This new institution, located on the outskirts of Detroit, will only be used for children who seem to have special need for institutional service. The Society will continue to care for most of its children in family boarding homes.

In May, 1925, the League was asked to make a study of the Chicago Home for the Friendless in order to help the board and the superintendent in their efforts to improve conditions. At that time the institution was providing temporary care for children and for mothers with children. It was accepting unmarried mothers for short-time care. It had an older girls' department where fairly long-time care was given. And it also had an old ladies' department.

The majority of cases came through other social agencies in Chicago. However, as the institution had no case worker it frequently happened that in the pressure of other things the referring agencies forgot to remember those clients sent to the Home for the Friendless presumably for temporary care and they remained on and on.

The children's departments were gloomy and unattractive. The personnel was more or less mediocre, as in many instances mothers of children under care were employed. These women whose own lives had been so disappointing had little to give to the children. The medical and nursing service was not consistent with accepted standards.

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and to assist in the promotion of legislative programs sponsored in various states by the social workers as a group.

Four round tables were arranged for Friday afternoon, namely, Volunteer Workers in Child-Caring Agencies; Problems of Supervision; Self-development of the Case Worker; and Developing Responsibility in the Institutional Child. When a number of round table meetings are scheduled for the same hour, one often has the feeling that some other meeting may prove to be more interesting than the one selected. However, by having the leaders of the round tables give brief reports on their meetings at the luncheon on Saturday noon, every one was able to get a general idea as to the most salient points brought out in the discussions.

Mrs. Albert Liveright, in reporting on the discussions regarding the place of volunteers in children's work, skillfully pointed out the volunteer's obligation to herself, to the agency as such, to the staff members, and to the clients. She stressed the importance of establishing a basis of equality between staff and volunteers rather than attempting to work on an employer and employee basis.

In most agencies the original responsibility of the volunteer was money raising. With the development of central financing this need has been taken away. Volunteers must now understand and participate to some degree in the service program of an organization if their interest is to be held. A sense of futility in the attempt to be of service must be guarded against or the volunteer cannot be useful.

Case work technique as between executives and volunteers has not as yet been developed. Mrs. Liveright raised the question as to whether the Child Welfare League of America might not quite properly concern itself with the problem of how children's agencies may utilize the latent resources of personality and leadership which exist in volunteers and which should be released for constructive service.

The discussion at the round table on Problems of Supervision, conducted by Miss Grace Marcus, was started by the statement that an increasing interest in the nature of the relationship between supervisor and worker has arisen. The purpose of this relationship, as given by Miss Marcus, "is the development of a free, creative and independent capacity for case work performance on the part of the person being supervised." As yet there are no formulated standards against which supervisors can measure themselves. They must be worked out by discussion and comparison.

In the matter of the dependency of the worker upon the supervisor and the difficulties which are encountered in this phase of the supervisory relationship, the three following questions have arisen: (1) What factors in the supervisory relationship may tempt the supervisor to be protective of the worker? (2) What forms may this tendency take? (3) What methods may the supervisor use to stimulate the development of independence in the worker?

The discussion centered entirely about Question 1. Certain needs of the supervisor might operate, i. e., "her need to be a mother to her students"; "her need to have the student achieve immediately"; "her need to succeed through the worker." Because of lack of time does the student take guidance on faith, as it were, not being able to think out problems for herself? Is there a conflict between the demands of the case and the training of the worker? Is the student over-protected by not being told of her weaknesses? On the other hand, if she is unaware of them, does it help to bring them to her attention?

No conclusions were reached except that little was known about the subject and that it would be necessary to analyze many specific problems from which generalizations might be made.

The round table on self-development of the case worker was highly interesting because it provided an opportunity for the workers to talk about themselves under the stimulating leadership of Miss Elizabeth Healy, of the Philadelphia Child Guidance Clinic.

In reporting on the meeting, Miss Healy said that if a résumé of the discussion were to be prepared for the press the headline would undoubtedly be "Social Workers Seek Boy Friends." On the other hand, if one were to utilize the cigarette "ad" technique in summing up the meeting all that would be required to cover the ground would be "Smoke—Relax—Talk."

Approached from still another angle, a proper headline would be, "A Man's Grasp Exceeds His Reach, or, What Is Social Work For?"

The opportunities to grow up and to get adult satisfactions out of one's job included:

1. Relationships in the office and in the profession which provide stimulation.
2. Learning to cooperate with other agencies.
3. The possibility of taking time on the job for special problems in research.
4. Flexibility of hours which make it possible to arrive at decisions as to time to be spent on various projects and the relative importance of what is to be done.
5. Special courses.

In the discussion on courses questions were raised as to whether the subjects studied should be confined to one's own field or whether courses in art, music, literature, etc., were preferable. As Miss Healy put it at the luncheon, "We are all for courses but we don't know in what."

The round table group next tackled the question of overtime. It was granted that in children's work emergencies were inevitable. But are emergencies the sole motivation of the group of social workers who linger in offices all over the United States and Canada after the sun goes down every day in the year, including Sundays and holidays?

Apparently Miss Healy brought her round table to the altar en masse, as the following list of reasons for non-emergency overtime which came out of the discussion covers practically the complete assortment to be found in the group sub-conscious:

1. Making up to ourselves because case work may be discouraging to us.

2. Making up for working time inefficiently spent, so that we shall not be weighed down by regrets.

3. Working overtime to fill in a barren space because life is not interesting and colorful; and to blind ourselves to the lack of social outlets.

4. Working overtime because a premium is placed on it by making it legal tender for longer weekends or extended vacations with the result that discrimination as to what is really important is discouraged.

The point was made that many people who have extra-professional demands upon their time do a highly satisfactory job even without indulging themselves in orgies of overtime service.

It was made clear, also, that overtime and efficiency were not synonymous terms, and that professional efficiency is making the greatest possible contribution to clients.

A show of hands revealed the fact that less than half of the persons in the group had satisfying avocational interests. If this proportion holds true throughout the profession, perhaps what this country needs is not, after all, a good five-cent cigar, but an organization for the promotion of hobbies among social workers.

The community attitude towards the social worker was commented upon. The consensus of opinion seemed to be that when one did social work in a community where one had social status prior to entering professional service, that status was not subsequently lost. The newcomer in a community, however, has to convince people whom she meets that she is not so intellectual or so analytical as she appears to be, before she can hope to need a social secretary.

The case load was considered as a factor in the self-development of a worker. What overwhelms and what stimulates? If the case load is too small, the danger of becoming too fussy must be faced. If it is too large, there is danger of being psychologically "sunk."

What the job demands and what the clients contribute are vital elements in one's efforts to be mature and were duly analyzed as such.

Some one made the suggestion that after all, perhaps, we should not work so hard to be mature but should give some attention to being ourselves—our best selves, of course, but still ourselves.

It is significant that a research project carried on between midnight and 2 A. M. revealed the fact that some of the most flagrant over-timers had come away from Miss Healy's round table with a new slogan, namely, "Be Nonchalant."

Miss Ueland was the leader of the round table for cottage mothers and institutional workers. Between 90 and 100 people, including board members, executives, cottage mothers, case workers and at least one psychiatrist, constituted the group which discussed the question of how to develop responsibility in the institutional child.

No formula for accomplishing the desired result was arrived at. But the media which foster the development of individual responsibility were carefully analyzed.

The question of properly qualified personnel could not be lost sight of at any point in the discussion. It was conceded that the basis for the inner response in children which expresses itself outwardly in growing responsibility is a warm, friendly atmosphere which can only be created by the persons with whom a child lives. The importance of example and the relative unimportance of precept brought the staff of an institution into the spotlight immediately.

The question of how much responsibility is given to, and taken by, cottage mothers was shown in its relation to developing responsibility in the children. In giving responsibility to children Miss Ueland emphasized the need for a "meeting of minds" in order to be sure that there is acceptance on the part of the child and not merely unloading on the part of the adult. Furthermore, when responsibility is given it must be really given. To be more than a superficial gesture the giving has to be based on faith and trust.

The desirability and practicability of passing on to cottage mothers enough information about children in their care so that they may participate fully in treatment plans brought the group squarely back to the question of personnel. If workers cannot be trusted with at least some of the facts of a child's history, is an organization justified in employing them for responsible positions?

The number of children in a group was considered as a factor in the development of responsibility. An attempt was made to check the experience of cottage mothers in the group who had cared for both large and small numbers of children. The consensus of opinion was that 12 to 15 in a group made it possible for a cottage mother to individualize the treatment of the children. Large groups made this process proportionately difficult.

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Plans for and the effectiveness of student government were inquired into. An effort was made to bring out in the discussion the extent to which the children actually governed themselves and to which adults participated in the various systems employed. The term "student participation" probably comes nearer the true story than "student government" does.

The importance of recognition when responsibility has been met was stressed. It means a great deal in the development of children to let them know when they have met adult standards of performance. In discussing responsibility for things—grounds, buildings, furniture, own clothing, etc.—the point was made that fostering the growth of a sense of responsibility in a child was more important than having an institution in perfect order at all times. While it is necessary to teach neatness and orderliness, there are other values to be considered and the character development of children should outrank purely material considerations.

Do institutional people expect their children to be too perfect? Do they expect an immediate return on certain training when, as a matter of fact, results should not be expected for a long time, perhaps not until after a child has left the institution? Dr. Pearsons, a psychiatrist on the staff of the Philadelphia Child Guidance Clinic, contributed a great deal by his discussion of these two points.

Children living with their own parents are by no means perfect. They frequently rebel against family regulations, shirk responsibility, fail to observe the niceties which they have been taught and are highly disappointing in many ways within the bosoms of their respective families. Yet these same children may be models of propriety when they visit the neighbors, are at school or at camp. Are institutions inclined to lose sight of the fact that their children have all the weaknesses of children in their own homes plus the social and mental handicaps which result from broken homes, bad environment, poor heredity, etc.?

Have not the years of mass treatment procedure in the majority of child-caring institutions resulted in artificial concepts of what constitutes a successful régime with the result that a considerable number of people still expect to find perfect children living in a spotless, perfectly ordered institution, and responding unanimously to all stimuli?

Dr. Ellen C. Potter was chairman of the dinner meeting Friday evening, at which Miss Grace Abbott spoke on the Developing Activities of the Federal Children's Bureau. If there were persons present who had questioned why a Child Welfare League of America when there is a Federal Children's Bureau, their questions were well answered by Miss Abbott's able presentation of the work of the Bureau and her emphasis on the fact that the act creating the Bureau provided that it should "investigate and report"; and should concern itself with the welfare of "all of the children of all of the people."

The high infant and maternity mortality rates in this country as compared with those in other countries indicate that there is still a great deal of work to be done in these fields in spite of recent progress.

Miss Abbott emphasized the relation between a high maternity death rate and child dependency.

The topic for the Saturday morning meeting was Current Projects in Child Care. Mrs. Roger S. Forbes, president of the Philadelphia Parents' Council, served as chairman. The paper given by Miss Lotta Marcuse, Bureau of Jewish Children of Philadelphia, on the use of the housekeeper plan in certain situations as an alternative for temporary shelter of children whose mothers are incapacitated, summarized the experience of agencies in Baltimore, Philadelphia and Chicago. Miss Helen LaGrange, of the First Day Nursery of Philadelphia, discussed the experiment of day foster home care for young children. Both of these papers will be published, as they most ably covered new aspects of child welfare.

Miss Patty Smith Hill, of Columbia University, discussed the nursery school as a family welfare movement and indicated that no other form of education has given so much to parents. In addition to its efforts to develop the personality of the child, the nursery school also concerns itself with the development of the mother since she, too, has a right to develop as an individual as well as a mother.

Miss Hill pointed out that a new type of teacher was being developed whose interest included a child's whole welfare and not merely his proficiency in the three R's. The danger of losing what the nursery school has to contribute by introducing it too soon into the systems of public education was stressed.

Every mother's right to be away from her children for a few hours daily is an accepted fact by the nursery school group, as is the child's right to out-family life for a part of each day. How early this out-family experience should come and how long each day the period should

be for different ages of children are questions as yet largely unanswered. Since life is not lived entirely within the home it seems logical to assume that it is desirable for children to learn early how to function successfully outside the family circle.

The director of a nursery school and the parents, particularly the mother, working together as partners in carrying out a twenty-four-hour program only a few hours of which may actually be spent in the school itself, can create the kind of setting in which young children are truly "free to grow."

The luncheon Saturday noon at which the reports on round tables were given was the closing session of the two-day conference.

For skillful program building, stimulating presentation and discussion, efficient stage management, attractive evening dresses and good food, the Philadelphia conference may, as far as we are personally concerned, go to the head of the class.—M. I. A.

INSTITUTION NEWS

(Continued)

In a period of four and a half years the institution has established case work procedure. It has discontinued its program of long-time care for older girls and for old ladies. It does not provide temporary shelter for mothers with children or for unmarried mothers, such cases being referred to other agencies in the city equipped for this particular kind of service.

It accepts children for temporary care and then seeks to make the period spent in the institution as constructive as possible. Instead of merely providing "cold storage" an effort is made to find out in what ways the social case worker of the Home for the Friendless can help both the referring agencies and the children most. No longer are cooperating agencies allowed to forget their clients.

The quality of personnel has been greatly improved. A nursery school directed by a trained teacher has been established. The health service is a constructive adjunct to the program. Good taste, the "will-to-do," gay-colored paint and varnish, new plumbing—and some money—have transformed the interior of the building.

One might assume that at this point the institution might be completely satisfied with itself, but the reverse is true. The board and executive are raising many questions as to what further changes of policy should be considered in order to give the best possible service both to children needing care and to other social agencies.

A NEW VENTURE

Among the appropriations for social welfare in the pending city budget a certain new item of $100,000 with wide implications is apt to be overlooked among the enormous sums around it. This $100,000 is for city support of children over the age of sixteen in child care institutions when such cases have been approved for further retention by the Department of Public Welfare. The item represents an entirely new departure on the part of the city, and has large possibilities with regard to child welfare work, not only in New York but elsewhere. The inclusion of the item in the budget was brought about by a cooperative effort initiated by the Welfare Council, involving the three major sectarian social work groups in the city.—(*Better Times*, November 25, 1929.)

CHIEF OF THE CHILDREN'S BUREAU REPORTS

A summary of activities carried on by the States during the last year of operation of the maternity and infancy act and a discussion of trends in child labor and juvenile delinquency are outstanding features of the Seventeenth Annual Report of the Chief of the Children's Bureau to the Secretary of Labor for the fiscal year ending June 30, 1929.

By the close of the fiscal year 1929, when the Federal act providing aid to the states promoting the welfare and hygiene of maternity and infancy came to an end, a review of the reports of the States showed great expansion and improvement in the maternal and child-health work being done by the States and by local units of government. Although a considerable number of counties, cities, and towns had up to July 1, 1929, assumed responsibility for the maternity and infancy work begun with Federal and State aid, the work has only just begun, and a program of expansion instead of curtailment is now called for, the report states. County organization of these services on a nation-wide basis is needed. A third of the cooperating States have appropriated money sufficient to continue the present activities after the withdrawal of Federal funds; in the others, doctors and nurses will have to be dismissed and cooperative arrangements with counties and local communities will have to be curtailed unless the Federal Government continues to promote the health of mothers and babies through some sharing of the expense involved. The report calls attention to the need for expansion of the uniform system of reporting statistics of juvenile courts already inaugurated by the bureau, and for additional research in causes and methods of prevention of delinquency.—(*Child Welfare News Summary*, Children's Bureau, U. S. Dept. of Labor, December 28, 1929.)

THE FIRST DAY NURSERY EXPERIMENT

By Helen LaGrange

(In the BULLETIN *for February, 1929, Miss LaGrange, of the First Day Nursery of Philadelphia, gave a summary of the first experimental year in the placement of children for day care in investigated and supervised foster homes.*

At the recent Eastern Regional Conference held in Philadelphia, Miss LaGrange presented in a more comprehensive manner the experience of the First Day Nursery and raised certain important questions regarding day nursery service. Some of the material given in Miss LaGrange's previous article and repeated in her recent paper has been deleted herein. Because of lack of space it is necessary to divide Miss LaGrange's paper into two parts, the second of which will appear in the February issue of the BULLETIN.)

For something over two years we have been planning with working mothers for the care of their children, placing those who needed day care in foster homes. We have found that only 12% of our total intake, or 35 families out of 300, however, ever needed this kind of service; the remaining 88%, or 265 families, were otherwise cared for.

In general, the children we have accepted for care may be divided into three groups as follows:

1. *Children in day foster homes*—comparable to the usual day nursery service, where the parent takes the child in the morning and gets him again at night. Fifty children, from 26 families out of our total of 35, have used this kind of home. Fourteen children, from 7 families, remained in the foster home less than one month, and in each of 6 of these families there was an able-bodied man not living with his wife and children. In the seventh family, the man was living at home, but thought he was incapacitated though his physician had assured him he was able to work. Six children, from 3 families, have remained in the same foster homes for a longer period than one year. Our general impression is that this kind of home really meets the need of a very few mothers, widows or unmarried mothers, who have one or two children.

2. *Foster homes where mother and baby board together* in the same family, the mother going to her work in the morning, but caring for her baby at night, on Sundays, and on holidays. We have placed five such mothers with 5 babies in these homes, 2 unmarried mothers, 2 married women each of whom had an illegitimate child, and one whose husband refused to live with her after a forced marriage. So far as we can judge these adjustments have been good, since the plan allows for the mother who has no family tie a real feeling of belonging to the group life of a home. One mother remained 9 months, another 6 months, one two months, another 6 weeks, and one 4 days. In no instance did the mother leave because of dissatisfaction or of unhappy adjustment to the family.

3. *Children in their own homes, boarded with their own mothers*, who are cared for by relief given to the family, because that kind of care was not available from other agencies. In each instance there were three or more children in the family.

When it became apparent to the First Day Nursery that many agencies were referring for day care families who had more than two children—9 families out of 35—¼ of the total number of those whose children we have accepted, and 72 families out of our total of 300—we decided to study intensively this situation.

We learned that most of our mothers were earning from \$10 to \$12 a week, and that we were paying out more for the care of these children in a foster home than the mother was able to earn. The amount paid to a foster mother is 75 cents a day, which in the case of a family of three children amounts to \$13.50 a week, therefore costing the community more to board the children than it would to put relief into the home.

Though this plan originally was a protest to the group of agencies here who requested the placement of large families of children in day nurseries, many other factors contributed to this decision, a primary one of which was the shortsighted policy of removal of children from their own mother's care for economic reasons alone. We were influenced in the decision also by the realization that the mother with three or more children who goes out to work and attempts to care for her home and children at night presents a health hazard which needs recognition. Teaching such a mother is more feasible in the day time than it is at night after her hours of service to others. Again, the problem of financial dependency, as there usually is in the large family, indicates in many instances a problem of emotional dependency which can be better reckoned with in the day time when the mother is not physically tired out. The emotional attachments of the child are usually bound up with his own family; and emotional difficulties therefore must usually be reckoned on with his parents or brothers or sisters. The child lives in an institutional nursery or a foster home but 8 hours of the day, and in his own home 16. From the child's point of view as well as from that of the mother and in the interest of the community, the plan of keeping family life intact seemed well worth trying.

With three families, one with 6 children, one with 4, and one with 3, the results have been very definite improvement in the health of the mothers and all of the children, increasing stability among the mothers, and fewer nervous difficulties with the children. We have been able to point to no other three families in our 35 who have shown the same degree of improvement, while

we have noted in some other families with several children placed, a distinct loss in health and in family life.

The All-Philadelphia Community Council has recently published a statement showing that,

"Philadelphia stands tenth among 12 large cities in the expenditure of relief for families in their homes. The first city on the list spends $3.62 per capita of the population, Philadelphia 55 cents" and

"Of 11 large cities in the United States, Philadelphia spends proportionately the largest amount of money in caring for children in institutions and foster homes."

We have been particularly interested in comparative costs of day care in foster homes and of relief to children in their own homes. We have selected for comparison the costs of one family which was broken up and the children scattered here and there, cared for by several agencies, with the cost to the First Day Nursery after the home had been rehabilitated. Let us describe this one in particular:

> There were six children in the family, five of whom had been born before the father died. The last child, born out of wedlock, threw out the possibility of the mother receiving Mothers' Assistance Fund. About three years ago the children were scattered, two older girls placed with an aunt who finally refused to care for them; two boys in an orphanage, another little boy in an infants' home, and the little illegitimate girl with a child-placing organization which finally succeeded in placing two of them together, then four, and as a final effort asked the First Day Nursery to try placing all together with the mother. She has always been an unstable person, though not a bad mother.
>
> During the last year in which the children were away from their mother, the family cost the community about $3,800. They have cost us during the year that we have had them together in their own home $978, a net saving to this community of more than $2,500 a year. Incidentally, let me say that the monetary consideration is perhaps of least importance if we gather together other primary factors in family life, such as cohesion, interest in, and responsibility for, each other. At the end of the year, we of the First Day Nursery believe we can see clearly a very definite growth in responsibility by the older children and better health for them all, with a growing sense of stability on the part of the mother.

Is this not worth sober thought—we do not help family life by putting mothers out to work; we run a serious risk to the health not only of the children but also of the overworked mother, and to put the mother of a large family into industry entails a greater cost to the community than would be relief carefully administered to the family itself.

(*Continued in February issue*)

Southern Regional Conference, Birmingham, Ala., February 28 and March 1.

NEW BOOKS

The Commonwealth Fund Division of Publications now has ready for distribution:

Mental Hygiene and Social Work, by Porter R. Lee and Marion E. Kenworthy, M.D., with the collaboration of four other members of the staff of the Bureau of Children's Guidance conducted by the New York School of Social Work.

The Visiting Teacher at Work, by Jane F. Culbert, secretary of the National Committee on Visiting Teachers.

These publications, as described in separate announcements, are based upon two of the major activities in the Fund's demonstration program in the field of mental hygiene and child guidance. They present the fruits of ripened experience in this pioneer undertaking.

These two books are forerunners of a new crop of Commonwealth Fund publications now in preparation. One of the first will be "*Children at the Crossroads*," by Agnes Benedict, an interpretation of visiting teacher work in rural communities, made vivid by nine case narratives.

THE NEW STANDARDS

Copies of the new Detailed Standards of Children's Aid Organizations and Outlines of Standards of Children's Protective Societies and Institutions have been sent free of charge to all member agencies. Additional copies may be secured by member agencies and by non-members at a cost of twenty-five cents each.

The January issue of "Child Study," devoted to the subject of Teasing, is responsible for the quotation from "Alice in Wonderland" given on the first page of the BULLETIN. Persons in charge of groups of children will be interested in the four articles devoted to analyzing the causes and effects of teasing.

CHILD LABOR DAY

January 25th for Synagogues; January 26th for Sunday Schools and Churches; and January 27th for Clubs and other organizations are the dates decided upon for Child Labor Day—1930.

Child Labor Day, 1930, follows a season in which 44 state legislatures were in session. Although two dozen or more bills of some significance for child labor were passed, only two of these were of first-class importance—and scores of progressive child labor bills were rejected.

The federal census of 1930 will, we hope, light numerically the gains made in the last 10 years—and the weak spots remaining. It will show in what states and in what occupations child labor is still prevalent.

INTER-CITY CONFERENCE ON ILLEGITIMACY
BULLETIN

President: Miss Matty L. Beattie, Providence, R. I.
Vice-President: Miss Maud Morlock, Cleveland, Ohio.
Secretary: Miss Marguerite Boylan, Hartford, Conn.
Treasurer: Leon W. Frost, Detroit, Mich.

STUDY OF NEW YORK FOUNDLING HOSPITAL

Reverend Bryan E. McEntegart
Catholic Charities, Archdiocese of New York

(Continued from December issue)

One section of this study consisted of case studies of a group of unmarried mothers at the hospital. The purpose in mind was twofold: first, to determine from available social data, the special problems of unmarried mothers who appeal to the hospital for shelter and care, secondly, to add somewhat to our knowledge of the problem of illegitimacy.

The 117 mothers studied were those under care in the hospital who had been confined. The stay of the others was likely to be too short to yield the information desired.

To the information already in the records of the hospital was added what was found in the records of the social agencies who had dealt with the families either of the unmarried mother or the putative father. This was supplemented by a social history taken in interviews with the unmarried mother herself and with the staff of the hospital. Following this, 93 mothers were tested by the psychologist.

It must be borne in mind that these mothers do not represent a cross-section of the women who became mothers of illegitimate children. They are a special group whose economic and social protection in their homes or among their immediate friends and relatives are unequal to providing for them the kind of care, protection and secrecy desired when they gave birth to an illegitimate child.

One hundred and nine mothers were single, 1 had been divorced, 3 were deserted, 3 were separated from their husbands, and 1 was a widow. Their ages at the birth of their child fell into somewhat the same groupings as in other studies made in this field. Eight were under 16 years of age, 36 were from 16 to 19 years, 38 were 20 to 24 years, 19 were 25 to 29 years, 15 were 30 to 39 years, and 1 was over 40 years old.

Of the 89 mothers where sufficient information was available to form a solid judgment, 22 were deeply affected religiously and spiritually by their experience; 35 were affected more by the discovery of their behaviour than by the behaviour itself or by their subsequent experience, and 32 were not deeply affected. Very little home protection had been afforded them. In only 18 of 117 cases were both parents living. The homes of 99 had been broken or seriously disorganized by death or other conditions.

In 87 instances we were able to grade the home conditions from which the girl came. Only 13 came from homes where moral and economic standards were good and there was sufficient protection for the children; 9 were from homes where moral standards were good but the economic standards low; 25 were from homes where the economic standards were good but the moral standards low; 32 were from homes where both economic and moral standards were too low for any effective training of the children, and 5 had no home life.

As in other studies it was found that the number coming from domestic service was large. Only 6 were employed at occupations that could be classified as skilled. Forty-three had been domestics; 32 were employed in factories and 14 (including the 8 under 16 years of age) had not been gainfully employed. Certainly these facts point to the need of careful scrutiny of all homes in which unmarried mothers are placed by social agencies as domestics after the birth of their children.

Of the 93 girls who were given psychological tests, only 8 rated normal. The results for the others are as follows: 8—dull normal, 15—borderline, 15—high-grade moron, 10—middle-grade moron, 24—low-grade moron, and 13—imbecile. Since the study was made of a group who were receiving shelter after confinement, the mental ratings just quoted cannot be applied generally.

We tried to determine the mother's attitude toward her experience before pregnancy. Forty-nine had expected marriage. In some of these instances the girl presumed that if she consented to intimacy and later "got into trouble" the man would marry her. In others she thought that these intimacies were the usual prelude to marriage. Twenty-six of the girls professed having had no previous sex information or instruction, while 75 stated that they had such information or instruction.

A genuine affection for her child was the predominating factor in the plans of 46 mothers for the future. In 30 other instances the economic burden of the child was predominant. When we recall the previous wages and occupations of these mothers, their timidity is not surprising. In 28 cases the mother's family was able to assist with the care of the child and willing to do so, in 86, they were not able. This condition had a great influence on the mother's attitude toward the future.

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